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ABSTRACT

Results are presented of a survey of 500 teachers in New York who were asked their opinions on public education in the state. A summary of findings provides information about teachers' opinions on: (1) emphasis on basic skills; (2) school discipline and safety; (3) extension of school day or year; (4) teacher apprenticeships; (5) career ladders and teacher testing; (6) monitoring of teacher performance; (7) standards for merit pay; (8) vouchers and tuition tax credits; (9) public attitudes toward teachers; (10) teacher salaries; (11) school administration and funding; (12) parent and community support; (13) student attitudes; (14) teacher qualifications; (15) overall quality of the public schools; (16) instructional materials and facilities; and (17) job satisfaction. Charts and tables display survey results on teachers' ratings on their schools, their jobs, and educational reform. Facts about education in New York are appended. (JD)

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The Metropolitan Life Survey Of

THE NEW YORK STATE TEACHER

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Metropolitan Life
AND AFFILIATED COMPANIES

SP025 981

The Metropolitan Life Survey Of

**THE
NEW YORK STATE
TEACHER**

Conducted for
**METROPOLITAN LIFE
INSURANCE COMPANY**

by

**LOUIS HARRIS
AND ASSOCIATES, INC.**

November 1984

Data Analysis-Facts about Education
by

PROGRAM PLANNERS, INC.

FOREWORD FROM METROPOLITAN

First-rate public education is the foundation of a dynamic society.

Without quality public school instruction, the United States risks its future in science, technology, finance and other fast-changing fields.

For some 2.7 million young people now in elementary and secondary schools in New York State, the quality of their education is critical to their future, and to ours as well.

A key to better public education is the teacher. Teachers are at the center of the educational experience. Despite enormous daily pressures, they are expected to transmit the accumulated knowledge of decades to children of differing backgrounds, abilities and needs—a tall order.

If we as New Yorkers truly want quality public education, we must pay more attention to the needs and concerns of teachers. They must be an integral part of any effort to attain a higher level of educational excellence.

This penetrating study dispels some long-standing myths about teachers. It also confirms our respect for teachers as responsible and concerned professionals. Moreover, this is one of the only studies in recent years that actually seeks the views and insights of working teachers throughout New York.

Some of the findings are unexpected—and, we might add, very promising. The results should provide a sound basis for the thoughtful consideration of everyone interested in better teaching and better public education.

Metropolitan commissioned this study as a companion report to the national survey released in June 1984.

We are particularly pleased to be associated with Louis Harris and his distinguished organization. As expected, they have produced a valuable and much needed look at our public school teachers.

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INTRODUCTION

This study of teacher attitudes toward public education in New York State is a companion report to the Metropolitan Life Survey of the American Teacher, conducted for Metropolitan Life by Louis Harris and Associates.

Recent reports remind us that there are many opinions about how to improve the quality of education and teaching in the United States. And although teachers have been the focus of much attention—indeed, often sharp criticism—it seems odd that there has been no more than passing interest in how teachers feel. While the educational leadership of this country has participated in the public dialogue on education, teachers themselves have not been asked what they believe is necessary to improve the system. It is not an overstatement to claim that without the contribution of teachers, neither the dialogue nor the reform that might occur in public education can be viewed as complete.

It is within this framework that the Metropolitan Life Survey of the American Teacher was conceived. The opinions of New York State teachers are the subject of this report.

New York spent over \$11.8 billion on elementary and secondary public education for almost 2.7 million enrolled youngsters in fiscal 1983. The system is diverse in the size of its schools, as well as in the revenue-raising ability and expenditures of its school districts. The state is constitutionally responsible for financing education, but encourages school districts to exercise local control over budget, personnel, curriculum, and other matters. It allocates about 40 percent annually of its school districts' education revenues, which in 1984-85 amounted to over \$5.3 billion.

The teachers of New York state have provided a wealth of information on the problems in their schools and what reforms they think will work best. Teachers are generally united in their support for reforms that will improve teaching and equality of education. However, they are not so united in their perceptions of the seriousness of the problems facing their schools.

New York, like many other states, is in a period of transition. For a number of years, the state has sought the opinions of both the public and professionals on educational issues. While the opinions of New York teachers have often been polled, never has such a comprehensive, statistically rigorous sample been drawn. This survey affords the opportunity to see whether and in what ways New York State teachers differ from teachers nationwide. Ultimately, it is these professionals who will shoulder the responsibility of implementing reforms. Their thoughtful consideration of a number of reforms can only advance the current education debate.

METHODOLOGY

The national Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates for Metropolitan Life Insurance Company, is based on 1,981 interviews, conducted by telephone among public school teachers on the elementary and secondary school levels, throughout the continental United States. Of these interviews, 500 were conducted among teachers in New York. The interviewing was conducted between March 21 and April 15, 1984.

Complete information about the national survey data (including detailed information about the survey methodology) has been produced in a separate volume, available from Metropolitan Life.

NOTES ON READING THE TABLES

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). Percentages may not always add to 100% because of computer rounding, multiple answers from respondents, or the elimination of "no answers."

PUBLIC RELEASE OF THE SURVEY FINDINGS

All Louis Harris and Associates surveys are designed to adhere to the Code of Standards for Survey Research of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls. Because data

from this survey will be released to the public, any release must stipulate that the complete report is also available, rather than simply an excerpt from the survey findings.

ACKNOWLEDGEMENTS

The information presented in this report was assembled for Metropolitan Life by Program Planners, Inc. from various sources.

The survey data on the New York State teachers was collected by Louis Harris and Associates, Inc. as part of the Metropolitan Life Survey of the American Teacher, June 1984.

The information and statistics on education and teachers in New York State were prepared by Program Planners, Inc.



SUMMARY OF FINDINGS

Teachers in New York, like teachers throughout the nation, are wide open to change in reforming the public schools, including those changes that will undoubtedly require sacrifices and extra effort from the teachers themselves.

- | | |
|---|---|
| <p>Emphasis on basic skills</p> | <ul style="list-style-type: none"> • When asked how the quality of education could be improved, a majority (97-3%) see positive effects from emphasis on basic skills such as reading, writing and math. By 92-8%, New York teachers view broadening the curriculum to include areas such as computer literacy and foreign languages as also having a positive effect. |
| <p>School discipline and safety a high priority</p> | <ul style="list-style-type: none"> • By 96-3%, New York teachers believe educational quality would be enhanced by placing a higher priority on school discipline and safety. 88-11% see positive effects in tightening graduation requirements to include more academically stringent subjects. By 92-7%, New York teachers react more favorably to establishing minimum competency tests for students at predetermined grade levels than do teachers nationwide (87-12%). By 71-25%, New York teachers are amenable to increasing the amount of homework required of students at every level. |
| <p>Extension of school day or year is unpopular</p> | <ul style="list-style-type: none"> • By contrast, a greater majority of New York teachers (83-16%) than teachers throughout the U.S. (77-21%) do not view positively extending the length of the school day, and a comparable (79-22%) majority in New York (versus 71-26% nationwide) do not look with favor on extending the length of the school year. |

New York teachers are overwhelmingly receptive to measures that will improve the quality of teaching.

- | | |
|-----------------------------|--|
| <p>Serve apprenticeship</p> | <ul style="list-style-type: none"> • By 92-8% teachers see positive effects from special incentives to encourage outstanding students to go into teaching. By 89-9%, New York teachers want new graduates to serve apprenticeships before certification. Furthermore, 48% of teachers in New York believe that those who teach science and math and other subjects in which there are current shortages should receive higher salaries. |
|-----------------------------|--|

Certified
teachers only

- Teachers oppose (by 62-36%) school districts' hiring talented people not certified to teach.

New York teachers advocate increasing their accountability.

Career ladders
preferred over
periodic retesting

- An 88-8% majority favor the concept of career ladders to provide greater opportunities, more responsibility, and more pay as a way to attract and keep better teachers. By 84-15%, they also support changes that would make it easier for incompetent teachers to be removed. Though supportive of periodic retesting of teachers in their own subject areas, fewer favor it, (59-39%).

Willing to have
performance
monitored using
many approaches

- New York teachers by an 88-12% margin are willing to have their performance measured periodically by their current administrators. A smaller majority (70-28%) are willing to have their performance evaluated by a committee of teachers in their own school. By 66-34%, New York teachers favor the use of standardized tests to measure the improvement of students in their classes, but are less enthusiastic about this proposal than are teachers nationwide (70-30%). A 60-40% majority would support the use of standardized tests to measure the improvement of all the students in their school compared to students in other schools. By 61-39%, New York teachers are willing to have their performance evaluated by standardized tests that measure teachers' skills.

An objective
standard for merit
pay needed

- Teachers have reservations about merit pay, but a 74-26% majority believe such a system could work if there was an objective standard by which a teacher's individual merit could be judged. Nationally, teachers hold a similar view (71-28%).

New York teachers are opposed to both cuts in federal funding and participation in education.

Opposed to
vouchers and
tuition tax credits

- More so than teachers nationwide, a clear majority of New York teachers want increased federal funding, 65% (55% nationally). A 75-25% majority of teachers in New York are opposed to giving tuition tax credits to families of children who do not attend public schools. And a 69-29% majority oppose a

"voucher system," in which each family would receive a fixed amount for their children's education, irrespective of the type of school attended by their children.

Despite their willingness to see major changes in the educational system that affect their own professional lives, New York teachers feel beleaguered by lack of respect and lack of financial support.

- | | |
|---|---|
| No respect | <ul style="list-style-type: none">• Slightly more than six out of 10 (61%) of New York teachers feel they are not respected in today's society. By comparison, a smaller margin of teachers nationwide hold this view (52-47%). A greater proportion of New York teachers, 59% (53% nationally) would not advise a young person to pursue a teaching career. |
| Hard to earn a decent salary | <ul style="list-style-type: none">• One of the serious reservations that New York teachers have about their professional role centers on financial concerns. A 52-48% majority do not believe that their jobs allow them to earn a decent salary. Fewer New York teachers feel this way than do teachers nationwide (62-37%). |
| Administratively overburdened and financially underfunded | <ul style="list-style-type: none">• Compounding their troubles is the fact that by 68-32%, New York teachers feel they have to spend too much time on administrative tasks. A 59-40% majority of New York teachers are convinced that the funds available for use by their own school are inadequate. |
| Lack of parental and community support | <ul style="list-style-type: none">• New York teachers feel there is not full parental or community support for education. No more than 48% of New York teachers (lower than the 54% of teachers nationwide) say their backing can be rated at least "good." That figure drops to 43% among New York high school teachers. This feeling of a lack of support for education contributes to the teachers' view that they are isolated from the larger community in facing problems in the schools. |

New York teachers feel strongly about the professional problems they feel beset them.

Student apathy

- A substantial 67-33% majority feel that lack of student interest in their classes is a serious problem, and 45% feel that their classes are overcrowded. While a 57-41% majority say drugs are not a serious problem in their school, the number worried about drugs increases to a 57% majority in the junior high schools and 62% in the high schools. The drug problem is believed to be more serious in New York than nationwide. (Only 46% of teachers in the United States say drugs are a serious problem in junior high school, and 57% say drugs are a problem in high school.) On the issue of drinking, a 68-31% majority of New York teachers feel it is not serious where they teach, but a 57-43% majority of high school teachers say it is.

Enough qualified teachers and discipline not serious problems

- Although a 55-44% majority of New York teachers are convinced that their school does not have a serious problem getting enough qualified teachers, this is lower than the figure for teachers nationwide (68-31%). A 53-47% majority of New York teachers say that lack of discipline is not a problem, but the number worried about discipline increases to 58% in city schools.

New York teachers' evaluations of their own schools are more complex. On the surface, teachers give their own schools positive ratings in nearly every area.

Schools are good but not great

- Whereas an 89-11% majority of New York teachers give a positive rating to the quality of teachers in their school, only 35% rate their colleagues excellent. Although a 77-21% majority rate the curriculum in their school positively, only 21% rate it excellent. Compared with a 75-25% majority who feel positive about the academic standards in their school, no more than 25% say they are excellent. A 71-29% majority feel positive about the policy in their school regarding students with special needs, but no more than 31% say this policy is excellent.

Materials, supplies and facilities are adequate

- While a 60-40% majority of New York teachers are positive about the administrative support in their school for teachers, this is lower than the figure for teachers nationwide (68-31%), and only 21% of teachers in New York rate this support as excellent

(compared to 31% nationwide.) Again, a 55-45% majority of New York teachers give passing marks to the disciplinary policy in their school, but only 16% say this policy is excellent. While by 57-43%, a majority feel positive about the availability of teaching materials and supplies in their school, only 23% rate this excellent. A 64-36% majority of New York teachers give positive marks to their school's physical facilities, but only 24% say those facilities are excellent.

There is a gap between teachers' overall assessment of their own schools and their own job satisfaction.

Generally, teachers
are satisfied with
their jobs

- While a high 87-12% majority give a positive rating to their own school, only 37% say it is excellent (lower than the 42% for teachers nationwide). The breakdown in rating according to school level is as follows: 40% of New York teachers in elementary schools rate their own school positively, 36% in junior high schools do so, as do 33% in high schools. When asked how satisfied they are with their own jobs, by 77-23% (lower than the 84-18% for teachers nationwide), New York teachers say they are satisfied, but only 36% say they are very satisfied.

NEW YORK TEACHERS RATE THEIR SCHOOLS

New York Teacher like their schools. When Louis Harris and Associates, Inc., asked how they would rate the quality of education, almost half, 49%, rated it "good" and another 37% rated it "excellent." While generally viewing their schools favorably, teachers in different parts of the state cite different problems with their schools. City teachers are less positive about their schools than either suburban or rural teachers, as is evidenced by the proportion of teachers who believe that city schools are excellent, one out of four. City teachers are troubled by the lack of support they receive from administrators and by academic standards, discipline and school funding. In suburban areas, teachers are most concerned about student apathy. Rural school teachers are troubled by a different problem—lack of parental support.

The differences of opinion regarding the quality of education reflect the diversity within the educational system. In New York there are 3,964 public schools, of which the majority, 2,429, are elementary schools. They are a part of 730 school districts, which range in size from fewer than 200 pupils to over 921,000 pupils (New York City). Average Class Size, shows that the number of students per classroom ranges from 14.7 in rural Lake George to 17.5 in New York City.* (See Chart 1, page 12)

In addition to size, there are great differences in income and property wealth, and hence the amount of revenue available for education among school districts (see Appendix 6-7). While there may be no direct or absolute linkage between revenue availability and educational quality, the amount of revenue districts can spend determines teachers' salaries, curriculum and educational resources. In New York, the differences in district revenue are as great as the differences in size. For example, in 1982-83, Nassau County, a suburban county, generated an

* If classroom size in New York City was the same size as in Lake George, New York City would have 10,000 more teachers than it has currently. (See Appendix Table 3).

Chart 1
SCHOOL DISTRICTS AND PUPILS BY SIZE
NEW YORK STATE 1983-84

SIZE OF DISTRICT	NUMBER OF DISTRICTS	NUMBER OF PUPILS	(%)
Largest District	1	921,131	(34.9)
Second Largest	1	45,049	(1.7)
10,000-44,999	14	204,815	(7.8)
5,000-9,999	68	465,239	(17.6)
2,000-4,999	192	590,113	(22.2)
1,000-1,999	215	296,720	(11.2)
200-999	196	112,884	(4.3)
1-199	41	3,923	(0.2)
Total School Districts	728	2,639,874	(100.0)
BOCES*	43	21,167	
Total	771	2,661,041	

* BOCES—Board of Cooperative Educational Services

SOURCE: The State Education Department, Public School Enrollment and Staff, 1983-84, Information Center on Education, Albany, N.Y.

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average of \$5,800 per pupil in contrast to the \$3,460 per pupil in rural Ontario County. New York City, the largest school district with 35% of all students, generated \$3,715 per pupil on average. Statewide, districts raised about \$4,500 per pupil.

New York teachers believe that the most serious problems facing their schools are students' lack of interest in their classes and inadequate financial support. Nationally, teachers share this view, but feel the lack of financial support is a somewhat more serious problem. This is not surprising, given that New York State spends more per pupil than that spent nationwide. The average education expenditure for the nation as a whole was \$3,000 per student, as compared to \$4,378 per student in New York.

- Nearly two-thirds of teachers in New York State—65% (nationally, the figure is 66%)—say that students' lack of interest in their classes is a serious problem. A slightly larger percentage of teachers in rural New York find student apathy to be a serious problem (70%). City teachers, too (by a 67-29% margin) are troubled by student apathy. While suburban teachers are more optimistic about educational problems in general, they are most concerned about student apathy (63%).
- A smaller proportion of New York teachers feel that financial support is a problem, 56% compared to 63% nationally. City teachers feel the seriousness of inadequate financial support by a 67-29% majority. Suburban and rural teachers are equally divided on the question of financial support: 51% of suburban and 50% of rural teachers believe it to be a problem. (See Chart 2, page 14)

When teachers across the country were asked if overcrowded classrooms is a problem, by 53-46%, the majority believe it is not. Nationally, only city schools teachers believe it is a somewhat serious problem. In New York, city school teachers view overcrowded classes with considerable seriousness.

Chart 2

CHARACTERISTICS OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, NEW YORK AND THE UNITED STATES, 1983-84

	UNITED STATES	NEW YORK
Number of Students	39,223,841	2,633,600
Elementary	23,671,666	1,285,800
Secondary	16,027,167	1,347,800
Number of Students per Class	18.4	15.9
Total Revenue (000)	\$127,597.6	\$11,794.2
State	62,571.4	4,868.0
Local	56,824.0	6,482.2
Federal	8,202.2	444.0
Expenditure per Pupil (ADM)^a	\$3,000	\$4,278

NOTE:
a. ADM Average Daily Membership - Aggregate membership of all schools divided by the number of days school is in session.

SOURCE: National Education Association, *Estimates of School Statistics, 1983-84*

This opinion is substantiated by the differences in the number of students per classroom in New York State. All cities have an average class size of 17, while the average for the state is lower, 15.8.

- City teachers feel the seriousness of overcrowded classrooms by a 71-29% majority. Only one-third of suburban teachers, 32-68% and 40-60% of rural teachers hold a similar view.

Generally speaking, New York teachers, as teachers nationwide, do not believe that either drugs or drinking is a serious problem, except at the high school level. High school teachers, particularly in the rural areas of New York, view drinking and drugs with seriousness.

- Rural high school teachers, by 60-40%, believe drugs to be a serious problem, in contrast to a 33-66% minority for city high school teachers and a 41-59% minority for suburban teachers. Rural teachers also see a serious problem with drinking, 50-50%, while their city and suburban counterparts do not, 17-79% and 32-66% respectively. (See Chart 3, page 16)

For the most part, New York teachers are more critical of their schools than teachers elsewhere in the United States. Nevertheless, New York teachers hold their schools in high regard irrespective of their experience, education or location in the state.

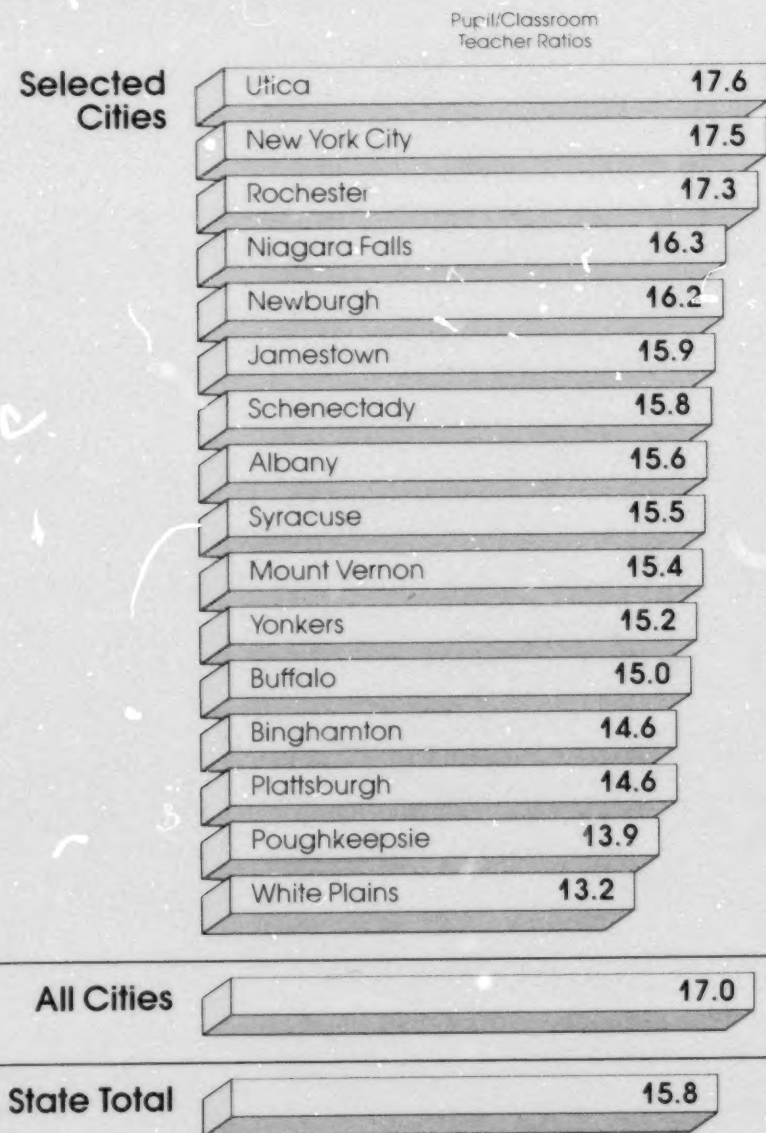
Proportionately fewer New York teachers rate their schools "excellent" than teachers nationally, especially in the areas of administrative support for teachers, disciplinary policies and curriculum.

- While 31% of teachers in the nation believe they have excellent administrative support only 21% of New York teachers hold that view.
- While one out of four teachers nationwide rate their school's curriculum as "excellent," slightly more than one out of five teachers in New York State do.

Chart 3

PUPIL/TEACHER RATIOS

FOR SELECTED NEW YORK CITIES, 1983-84



Source: The State Education Department, *Public School Enrollment and Staff, 1983-1984*. Information Center on Education, Albany, N.Y.



New York city school teachers are the most critical of their schools; those teaching in suburban and rural areas are more complimentary. In particular:

- Only 25% of teachers in cities say their schools are excellently funded, while twice as many rural teachers, 50% and 44% of the teachers find the suburban schools excellently funded.
- With respect to class size, 62% of city teachers judge their schools fair or poor; while 70% of rural teachers hold an opposite view and rate their schools good to excellent on this measure. Again, this is borne out by statewide statistics, which indicate that class size in cities is substantially greater than in suburban and rural counties.
- In rating their schools, city teachers also feel the lack of teaching materials and supplies, especially in comparison to rural and suburban teachers. While only 38% of city teachers feel their schools rank good or excellent on the availability of teaching material, 66% of suburban teachers and 80% of rural teachers would rate their schools good or excellent.

Table 1
TEACHERS' OVERALL RATINGS OF THEIR SCHOOLS

NO. OF RESPONDENTS	TOTAL TEACHERS	NEW YORK STATE			
		Total	City	Suburb	Rural
	1,981 %	500 %	159 %	272 %	69 %
EXCELLENT	42	37	25	44	30
GOOD	49	49	50	46	60
FAIR	7	8	17	10	10
POOR	1	1	4	-	-

SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984.

Table 2
NEW YORK STATE TEACHERS'
OVERALL RATINGS OF THEIR SCHOOLS

	P E R C E N T A G E			
	EXCELLENT	GOOD	FAIR	POOR
Type of School:				
Elementary	40	43	11	3
Junior	36	50	14	-
High	33	57	5	-
Experience:				
Less Than 5 Years	-	67	-	-
5-9 Years	38	50	13	-
10 Years or More	38	50	9	2
Education:				
4 Year College/Less	33	61	6	-
Masters/More	39	46	12	2
New York State	37	49	11	1

SOURCE: Metropolitan Life Survey of the American Teacher conducted by Louis Harris and Associates, Inc. 1984

Table 3

**TEACHERS' VIEWS ON THE SERIOUSNESS OF PROBLEMS
IN THEIR OWN SCHOOLS**

	P E R C E N T A G E							
	VERY SERIOUS		SOMEWHAT SERIOUS		NOT VERY SERIOUS		NOT AT ALL SERIOUS	
	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.
Inadequate Financial Support	21	17	42	39	27	31	10	12
Students' Lack of Interest in Classes	19	21	47	44	27	27	7	7
Overcrowded Classes	14	19	32	27	30	29	7	7
Lack of Discipline	8	12	32	35	37	37	22	16
Difficulties in Getting Enough Qualified Teachers	8	15	23	29	33	28	35	28
Drugs	6	7	27	35	33	28	34	29
Elementary	2	6	13	14	29	26	55	51
Jr. High	7	7	39	43	39	36	16	14
High School	12	10	45	52	36	33	6	5
Drinking	5	5	19	24	23	21	51	47
Elementary	2	3	6	9	17	11	74	71
Jr. High	4	—	23	29	35	36	36	36
High School	13	10	40	43	28	29	18	14
Teachers Lack of Interest in Their Work	4	5	27	31	39	41	29	23

SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984

Table 4

NEW YORK STATE TEACHERS' VIEWS ON THE SERIOUSNESS OF PROBLEMS IN THEIR OWN SCHOOLS

	P E R C E N T A G E					
	SERIOUS			NOT SERIOUS		
	CITY	SUBURB	RURAL	CITY	SUBURB	RURAL
Inadequate Financial Support	67	51	50	29	49	50
Students' Lack Interest in Classes	67	63	70	29	37	30
Overcrowded Classes	71	32	40	29	68	60
Lack of Discipline	58	44	40	42	56	60
Difficulties in Getting Enough Qualified Teachers	63	34	40	38	63	60
Drugs	33	41	60	63	59	40
Drinking	17	32	50	79	66	50
Teachers' Lack of Interest in Their Work	42	32	45	58	66	55

SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984.

Table 5

NEW YORK STATE TEACHERS' RATINGS OF THEIR SCHOOLS ON SPECIFIC EDUCATION ISSUES

	P E R C E N T A G E							
	EXCELLENT		GOOD		FAIR		POOR	
	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.
The Quality of Teachers in Your School	37	35	53	55	9	11	-	-
Policy Regarding Students With Special Needs	31	31	41	40	21	21	7	8
Support of Administration for Teachers	31	21	37	37	22	28	9	12
Academic Standards	26	25	53	51	18	20	3	5
Curriculum	25	21	56	57	17	20	2	3
School's Physical Facilities	24	24	39	40	26	21	11	15
Availability of Teaching Materials/Supplies	22	23	42	35	27	27	8	15
Disciplinary Policy	22	16	45	39	23	31	9	15
Number of Students in Your Classes	19	19	41	40	27	24	12	16
Parental and Community Support	16	15	38	33	30	35	15	17
Funds Available	10	9	32	31	37	39	20	20

SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984

Table 6

**PERCENT OF NEW YORK STATE TEACHERS
WHO RATE THEIR SCHOOL EXCELLENT OR GOOD**

	P E R C E N T A G E							
	EXPERIENCE			EDUCATION		LOCATION		
	LESS THAN 5	5-9	10 OR MORE	4 YEAR COLLEGE	MASTER'S	CITY	SUBURB	RURAL
The Quality of Teachers in Your School	67	89	89	94	86	83	90	90
Policy Regarding Students With Special Needs	67	75	70	72	70	73	73	80
Support of Administration for Teachers	67	63	61	72	56	58	59	70
Academic Standards	67	75	77	83	72	63	80	90
Curriculum	33	75	80	83	77	71	78	90
School's Physical Facilities	33	63	66	67	61	50	71	70
Availability of Teaching Materials/Supplies	33	63	58	61	56	38	66	80
Disciplinary Policy	67	38	56	61	53	50	59	60
Number of Students in Your Classes	33	75	58	67	56	38	68	70
Parental and Community Support	33	50	48	44	49	46	51	40
Funds Available	-	50	41	44	39	25	44	50
SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984.								

NEW YORK STATE TEACHERS RATE THEIR JOBS

New York teachers love to teach and derive a good deal of satisfaction from their jobs regardless of the problems they feel beset them.

By and large, teachers think that they must spend too much time on administrative tasks, and feel they are not afforded the opportunity to earn a decent salary. Also, as professionals they do not feel respected in society today.

Nationally, the average salary for teachers is \$22,000 as of the 1983-84 school year. In New York State the average is \$26,750, ranking New York second to Michigan, where teachers earn an average of \$28,877. Relative to per capita income, New York teachers are also better-off than the national average. On a per capita basis, New York ranks third, \$11,000 relative to a \$9,940 per capita for the United States. (See Chart 4, page 26)

The vast majority of American teachers are satisfied with their job. So, too, are New York teachers, although to a slightly lesser degree.

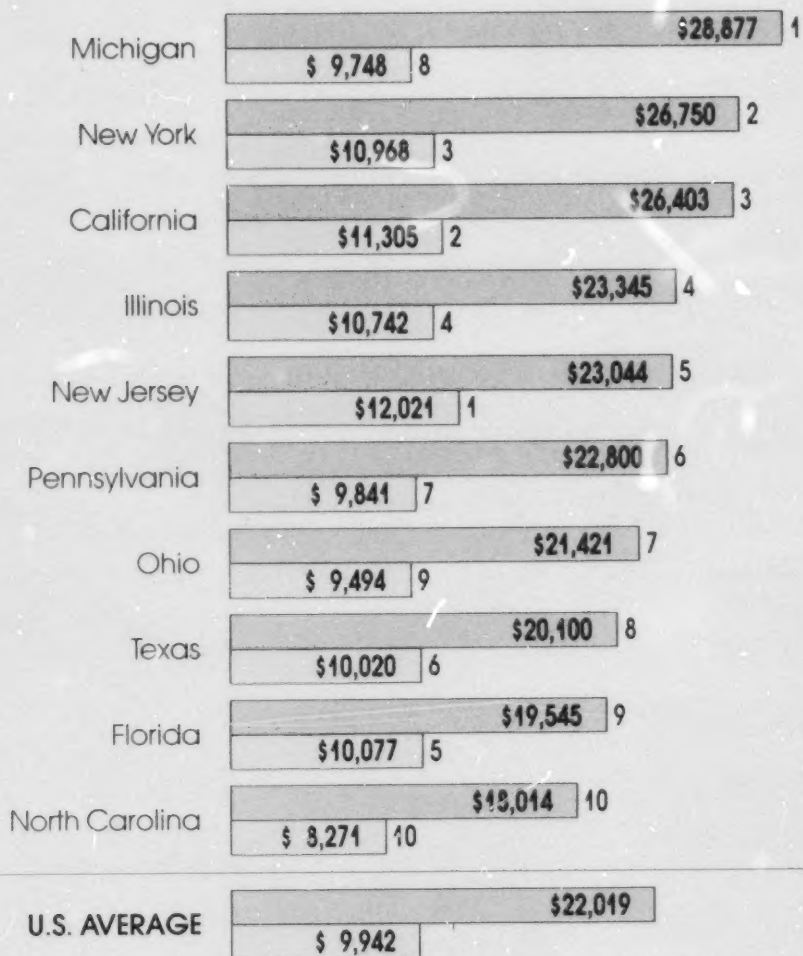
There are only minor differences in the levels of satisfaction that teachers in New York derive from their job. Teachers in city schools are less satisfied with their jobs overall than are teachers in suburban or rural schools. On the other hand, teachers with less experience are also more satisfied with their work.

That teachers are generally satisfied with their career choice is reflected in the fact that a resounding 94 percent agree with the statement "I love to teach." Many suggest, however, that perhaps those who have been in the teacher corps for a number of years would be less enthusiastic. In New York, this is simply not true; 95 percent of all teachers with 10 years or more experience "love to teach."

City and suburban New York teachers are more inclined to feel that their job allows them the ability to earn a decent salary. Rural teachers are less inclined to agree. In 1983-84, the median salary for classroom teachers in New York State

Chart 4

**RANK OF STATES ON AVERAGE SALARIES OF
CLASSROOM TEACHERS, 1983-84**



State	Average Salaries of Classroom Teachers.	Rank
	Per Capita Income	Rank

SOURCE: National Education Association, *Estimates of School Statistics, 1983-84*.
U.S. Department of Commerce, *Survey of Current Business*, April 1984.

was \$27,317. Median salaries are highest in suburban Nassau-Suffolk, \$32,000, and in New York City, \$ 30,706. The lowest salaries are paid to teachers in the "Southern Tier" of New York. (See Chart 5, page 28 & 29)

- By a 50-50% margin, city teachers believe their job affords them the opportunity to earn a decent salary, as do 52-49% of suburban teachers. This is in contrast to 36-63% of rural teachers, who are much less inclined to agree.

Teachers in the urban and suburban metropolitan areas of New York tend to have higher levels of education, but ironically, they are less likely to believe that current education and training are adequate preparation for them. This view is especially held by teachers in urban schools. In New York City, for example, 48.1% of all classroom teachers have been educated beyond a master's degree in contrast to 29.5% for the entire state. (See Chart 6, page 30)

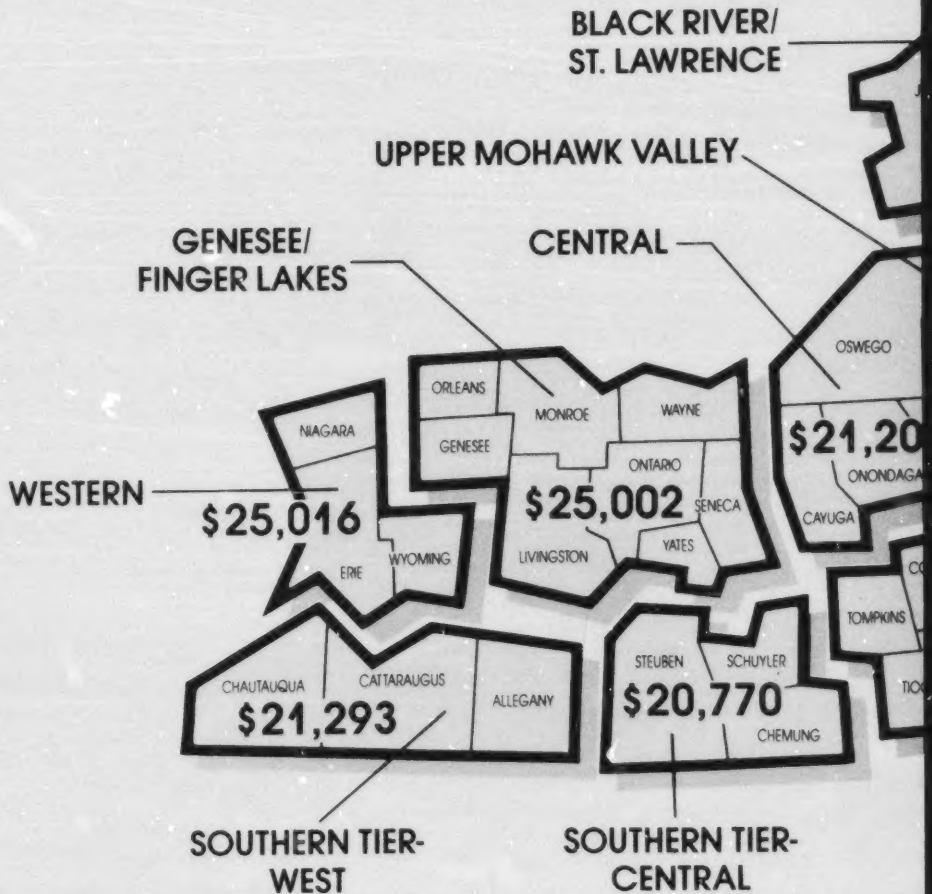
- Only one out of four city teachers agree that training and preparation for teaching does a good job of preparing them for the classroom. In suburban areas, 41% of teachers agree and in rural areas, 50% agree.

On most other aspects of job satisfaction, teachers, regardless of location, education and experience, are in agreement.

- Most believe they are recognized for good performance, but believe they must spend too much time on administrative tasks.
- Teachers do not advise a career in teaching, but nevertheless "love to teach."

Chart 5

MEDIAN INCOME OF PUBLIC SCHOOL TEACHERS BY GEOGRAPHIC REGION, NEW YORK STATE, 1983-84



NEW YORK STATE TOTAL

\$27,319

*Counties included in each geographical region are shown on Table

SOURCE: The State Education Department, *Public School Professional Personnel Report, 1983-84*
Information Center on Education, Albany, N.Y.

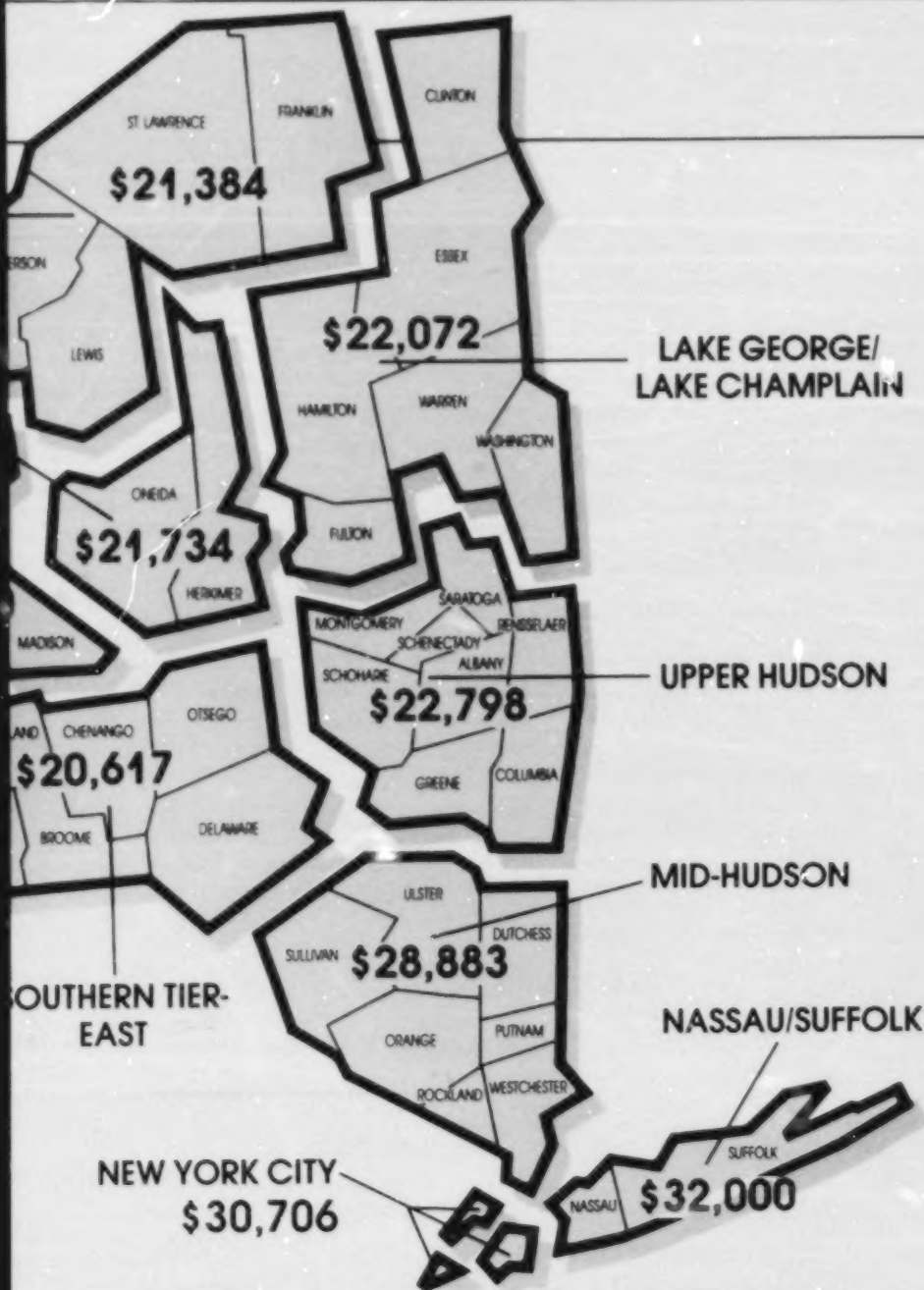
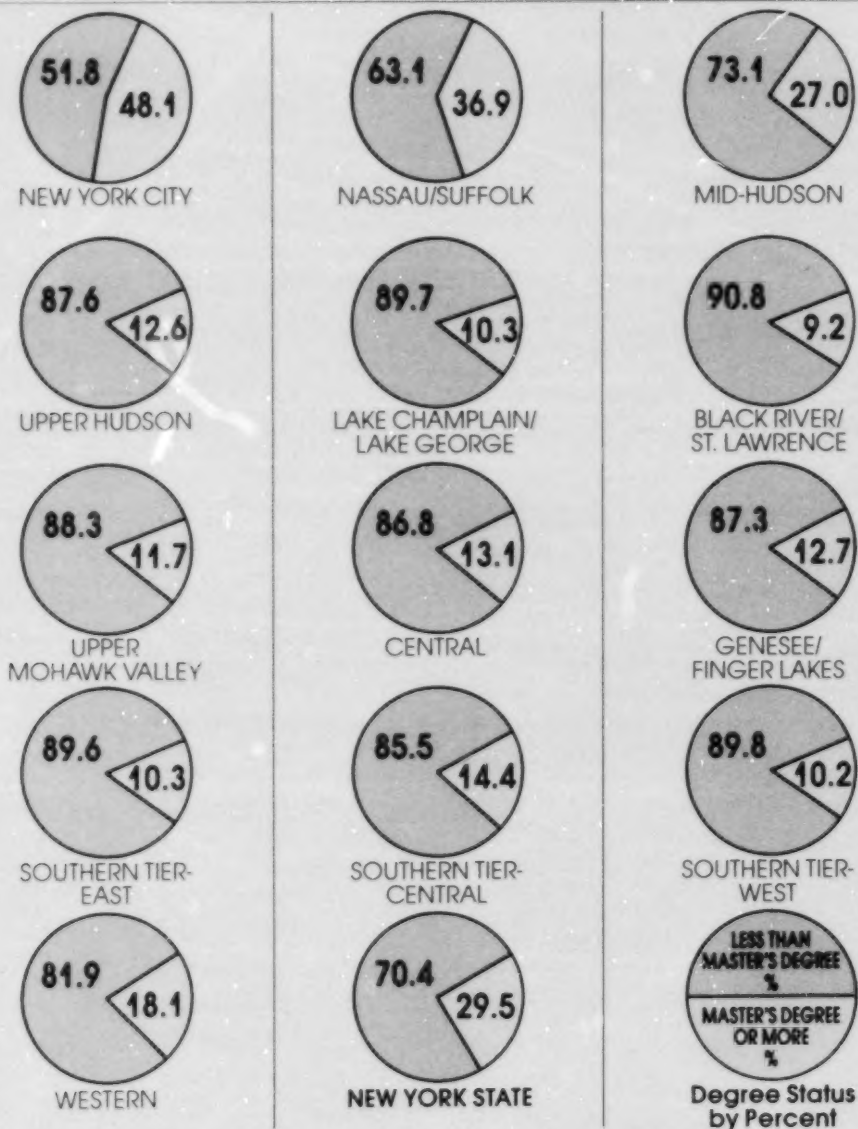


Chart 6

EDUCATION LEVELS OF CLASSROOM TEACHERS IN NEW YORK STATE BY REGION, 1983-84

Degree Status by Geographic Region



SOURCE: The State Education Department, *Public School Professional Personnel Report, 1983-84*.
Information Center on Education, Albany, N.Y.

Table 7
TEACHERS' OVERALL JOB SATISFACTION

NO. OF RESPONDENTS	TOTAL TEACHERS	NEW YORK STATE			
		Total	City	Suburb	Rural
	1,981 %	500 %	159 %	272 %	69 %
VERY SATISFIED	40	36	29	37	40
SOMEWHAT SATISFIED	41	43	46	41	40
SOMEWHAT DISSATISFIED	16	20	21	17	20
VERY DISSATISFIED	2	3	4	2	-
NOT SURE	*				
* Less than .5%					
SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984					

Table 8
TEACHERS' ATTITUDES TOWARD SPECIFIC ASPECTS
OF JOB SATISFACTION

	P E R C E N T A G E							
	AGREE STRONGLY		AGREE SOMEWHAT		DISAGREE SOMEWHAT		DISAGREE STRONGLY	
	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.
I love to teach	78	73	18	21	3	4	-	1
I have to spend too much time on administrative tasks	38	33	34	35	19	23	10	9
I am usually recognized for good performance	33	32	37	33	19	19	10	15
I would advise a young person to pursue a career in teaching	12	8	33	33	29	28	24	31
As a teacher, I feel respected in today's society	10	7	37	33	31	35	21	27
The training and preparation teachers receive today does a good job preparing them for classroom	10	7	36	31	31	29	19	27
Allows me the opportunity to earn a decent salary	8	9	29	39	26	21	37	31

SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984.

Table 9

NEW YORK STATE TEACHERS' ATTITUDES TOWARD SPECIFIC ASPECTS OF JOB SATISFACTION

	P E R C E N T A G E					
	AGREE			DISAGREE		
	CITY	SUBURBS	RURAL	CITY	SUBURBS	RURAL
I love to teach	92	95	100	4	5	-
Must spend too much time on administrative tasks	33	41	50	67	59	50
Am usually recognized for good performance	67	63	60	33	33	40
Would advise a career in teaching	38	41	40	58	59	60
As a teacher, I am respected in today's society	33	41	50	67	59	50
Training and preparation teachers receive does a good job preparing them for the classroom	25	41	50	67	59	50
Allows me the opportunity to earn a decent salary	50	51	36	50	49	63

SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984

Table 10
NEW YORK STATES TEACHERS' ATTITUDES
TOWARD SPECIFIC ASPECTS OF JOB SATISFACTION

	P E R C E N T A G E					
	AGREE			DISAGREE		
	LESS THAN 5 YEARS	5 TO 9 YEARS	10 YEARS OR MORE	LESS THAN 5 YEARS	5 TO 9 YEARS	10 YEARS OR MORE
I love to teach	100	100	95	-	-	5
Must spend too much time on administrative tasks	67	75	67	37	25	33
Am usually recognized for good performance	67	75	64	33	25	34
Would advise a career in teaching	50	50	39	50	50	59
As a teacher I feel respected in today's society	50	38	38	50	62	62
Training and preparation teachers receive does a good job preparation	67	50	36	33	50	58
Allows me the opportunity to earn a decent salary	50	33	48	50	66	52
SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984						

NEW YORK TEACHERS' ATTITUDES ABOUT EDUCATION REFORM

The importance of public elementary and secondary education to New Yorkers is nowhere more profoundly felt than among the teachers themselves. As the third largest state in the nation, New York had almost 2.7 million youngsters enrolled in its public elementary and secondary schools in 1983-84. The teaching force consisted of almost 169,000 public school teachers and 29,700 supervisors, principals and other professionals. (See Appendix Table 2.)

New York State teachers are hardworking professionals. According to the Metropolitan Life Survey of The American Teacher, they work 46.9 median hours a week and, earn an average salary of \$26,750. Teachers in New York are experienced and well-educated. At least two out of three teachers have a master's degree or better, and all have been working a median of 13 years.

Teachers in New York feel that their profession and the quality of education should and will be upgraded. They are supportive of many of the current reforms being debated nationally and in the state. (See Chart 7, page 36 and Chart 8, page 37)

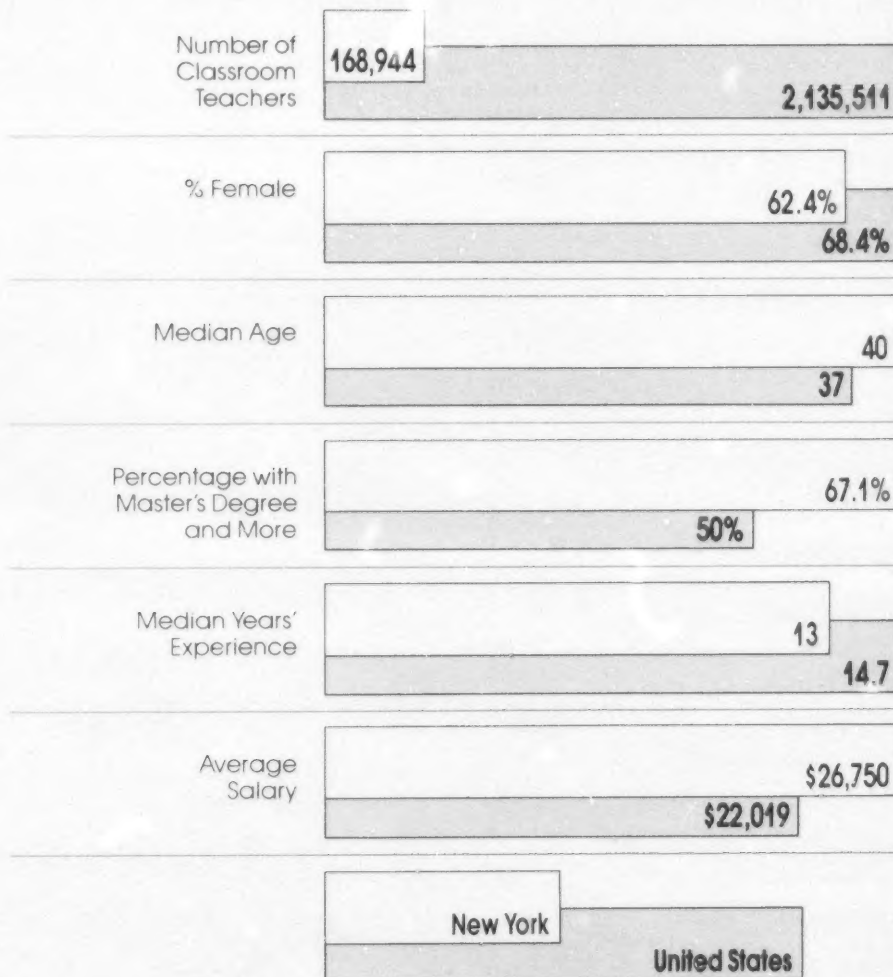
While New York teachers' attitudes are not significantly different from those of teachers nationally, they do differ slightly. They are generally more positive about the effectiveness of all teacher-related reforms.

When New York teachers were surveyed about the effectiveness of a number of teacher-related reforms, they regarded career ladders as the most effective way to improve the quality of teaching.

- 59% of teachers in New York are very positively disposed toward career ladders as a method of improving the quality of teachers. Nationally, 50% share a similar view.

Chart 7

CHARACTERISTICS OF PUBLIC ELEMENTARY AND SECONDARY EDUCATION TEACHERS, NEW YORK AND THE UNITED STATES



SOURCE: The State Education Department, *Public School Professional Personnel Report, New York State, 1983-84*, Albany, N.Y.
National Education Association, *Estimates of School Statistics, 1983-84*.

Chart 8
**DISTRIBUTION OF TEACHERS BY
HOURS WORKED, NEW YORK STATE**

NO. OF RESPONDENTS	TOTAL TEACHERS	NEW YORK STATE			
		Total	City	Suburb	Rural
	1,981 %	500 %	159 %	272 %	69 %
LESS THAN 30 HOURS	4	4	8	2	-
31 TO 40 HOURS	11	16	29	17	10
41 TO 45 HOURS	17	16	17	22	30
46 TO 55 HOURS	40	31	25	31	30
MORE THAN 55 HOURS	28	24	21	24	20
MEDIAN HOURS WORKED	49.3	46.9	44.8	47.5	47.3
SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984.					

- New York teachers are more enthusiastic about teacher apprenticeship programs than teachers nationwide, 57% versus 53%, respectively.
- New York teachers were more inclined toward prior certification competency tests than teachers nationwide, 48% statewide compared to 42% nationally.

Teachers throughout the country, and particularly in New York State, view emphasis on basic skills as the most positive way of improving the quality of education. In New York, slightly more than three out of four teachers feel strongly that emphasis on basic skills would enhance the quality of education. Nationally, teachers hold a similar view.

- Other reform efforts viewed strongly positively by New York State teachers are: emphasis on school safety and discipline, 68% versus 60% nationally; establish minimum competency tests, 49% in New York State versus 42% nationally.
- On the other hand, nearly one out of two teachers polled were negative about extending either the school day or the school year. Moreover, teachers were lukewarm toward increased homework as having a strongly felt impact on educational quality, with 53% voicing a moderately positive inclination toward it.
- Popular wisdom suggests that the amount of experience a teacher has had can affect attitudes toward educational reforms. In New York, the less experienced teachers were less enthusiastic about any reform, with the exception of extension of the school year.

For the most part, teachers in New York are less willing to be judged by the currently popular reform measures for evaluating teacher performance than teachers nationally. Nevertheless, the majority of New York teachers do strongly support various types of performance evaluations.

- New York teachers prefer evaluation by their administrator; 88% are "willing," of which 49% are "very willing," to accept this kind of review. However, they are less willing to be evaluated by either standardized tests that measure improvement in student skills on a school to school basis, (60% are "willing") or standardized tests that measure teachers' skills (62% are "willing").

On the issue of merit pay, a majority of New York teachers, 74%, are in agreement that it could work if an objective standard could be developed on which to judge merit. New York teachers hold this view regardless of experience or whether they teach in a city, suburban or rural school. However, New York teachers are disinclined to believe that merit pay is the solution to making teachers' salaries more comparable with those of other professions, by 51-47%. Moreover, by a 57-42% margin they do not see merit pay as a vehicle for attracting or retaining qualified personnel.

New York State teachers believe that the Federal government should be spending more on education. Nationally, the Federal government, in 1983-84, provided 6.4% of the revenues for education. In New York, 3.8% of educational revenues are derived from the Federal government. Of the 10 largest states, New York receives proportionately less Federal assistance than most of the others. (See Chart 9, page 40)

- Regardless of their experience, education, location or teaching assignment, the preponderance of teachers, 65%, favor increased Federal education aid.

However, two types of Federal assistance are strongly opposed by New York teachers—vouchers and tuition tax credits.

- 75% of New York teachers oppose tuition tax credits. This increases to 80% in the rural areas of the state.
- Similarly, New York teachers oppose a voucher system, by a 69-29% majority.

Chart 9
**EDUCATION FINANCE,
 STATES WITH LARGEST ENROLLMENTS, 1983-84**

State/Total Revenue (in millions)	PERCENT OF REVENUE BY		
	STATE	LOCAL	FEDERAL
1. California \$12,839	67.0	26.1	6.9
2. New York \$11,794	41.3	55.0	3.8
3. Texas \$8,800	47.7	45.5	6.8
4. Pennsylvania \$6,524	45.4	50.3	4.3
5. Illinois \$6,423	37.4	54.6	7.6
6. Michigan \$6,270	35.1	60.6	4.3
7. Ohio \$5,790	43.9	50.9	5.2
8. New Jersey \$5,373	39.3	57.0	3.8
9. Florida \$4,973	54.5	37.4	8.2
10. North Carolina \$2,654	61.7	26.9	11.4
U.S. TOTAL \$127,598	49.0	44.5	6.4

SOURCE: National Education Association, *Estimates of School Statistics, 1983-84*

Table 11
NEW YORK STATE TEACHERS' ATTITUDES
TOWARD EDUCATION REFORMS

	P E R C E N T A G E							
	STRONGLY POSITIVE		SOMEWHAT POSITIVE		SOMEWHAT NEGATIVE		STRONGLY NEGATIVE	
	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.
Emphasize Basic Skills	74	76	23	21	2	1	-	1
Emphasize School Discipline and Safety	60	68	35	28	3	3	1	-
Tighten Graduation Requirements	50	47	41	41	7	8	1	3
Broaden the Curriculum	49	47	43	45	6	5	1	3
Establish Minimum Competency Tests	42	49	45	43	9	5	3	1
Increase Homework	18	17	56	53	20	23	4	4
Extend School Day	4	3	17	13	40	36	37	47
Extend School Year	4	-	22	19	37	32	34	47

SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984.

Table 12

**THE PERCENTAGE OF NEW YORK STATE TEACHERS
WHO BELIEVE THAT EDUCATION REFORMS
WILL HAVE A POSITIVE EFFECT**

	P E R C E N T A G E					
	EXPERIENCE			LOCATION		
	LESS THAN 5 YEARS	5-9	10 YEARS OR MORE	CITY	SUBURB	RURAL
Emphasize Basic Skills	67	100	97	100	95	100
Emphasize School Discipline and Safety	67	100	97	96	95	100
Tighten Graduation Requirements	67	88	92	92	90	100
Broaden Curriculum	67	100	92	92	90	90
Establish Minimum Competency Tests for Students	67	100	89	83	90	90
Increase Homework	67	75	70	75	68	70
Extend School Year	33	25	19	13	22	30
Extend School Day	-	25	16	13	17	20

SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984

Table 13
NEW YORK STATE TEACHERS' ATTITUDES
ABOUT TEACHING REFORMS

	P E R C E N T A G E							
	STRONGLY POSITIVE		SOMEWHAT POSITIVE		SOMEWHAT NEGATIVE		STRONGLY NEGATIVE	
	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.
Require New Graduates to Serve Apprenticeships	53	57	37	32	6	5	3	4
Make it Easier for Incompetent Teachers to Be Removed	52	52	32	33	10	11	4	4
Provide Special Incentives to Encourage Outstanding Students to Teach	51	51	43	41	5	5	1	1
Establish Career Ladders	50	59	37	29	8	7	4	1
Require Teachers to Take Competency Tests Before Certification	42	48	40	37	11	8	6	5
Higher Salaries for Teachers in Shortage Areas	21	21	29	27	26	23	23	27
Require Periodic Retesting in Subject Matter	15	15	42	45	25	23	17	17
Allow School Districts to Hire Talented People Who Are Not Certified	9	11	28	24	29	25	32	37

SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984.

Table 14

**NEW YORK STATE TEACHERS' ATTITUDES
TOWARD VARIOUS MEASURES OF THEIR PERFORMANCE**

	P E R C E N T A G E							
	VERY WILLING		SOMEWHAT WILLING		NOT VERY WILLING		NOT WILLING	
	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.
Evaluation of Performance by Administration	59	49	31	39	5	5	4	7
Evaluation of Performance by Committee of Teachers	37	33	35	37	14	12	13	16
Standardized Tests of Students in Your Classes	29	27	41	39	15	15	15	19
Standardized Tests That Measure Improvement in Skills of Students in Their School to Other Schools	26	27	35	33	19	20	20	20
Standardized Tests That Measure Teachers' Skill	19	19	41	43	20	19	19	20

SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984.

Table 15
TEACHERS' ATTITUDES TOWARD MERIT PAY

	P E R C E N T A G E							
	AGREE STRONGLY		AGREE SOMEWHAT		DISAGREE STRONGLY		DISAGREE SOMEWHAT	
	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.	U.S.	N.Y.S.
Merit Pay Could Work if a Teacher's Merit Can Be Judged Objectively	34	35	37	39	12	9	16	17
Merit Pay Would Help Make Teachers' Salaries More Comparable with Salaries in Other Professions	18	19	31	28	20	20	30	31
Merit Pay Is an Effective Way of Attracting and Retaining Good Teachers	14	19	25	23	21	20	38	37
SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984.								

Table 17
NEW YORK STATE TEACHERS'
EVALUATION OF TUITION PAYMENT APPROACHES

	VOUCHER SYSTEM		TUITION TAX CREDIT	
	FAVOR	OPPOSE	FAVOR	OPPOSE
New York Total	29%	69%	24%	75%
Type of School:				
Elementary	31	63	29	71
Junior High	29	71	21	71
Senior High	24	71	19	76
Experience:				
Less Than 5 Years	33	67	33	67
5-9 Years	38	75	25	75
10 Years or More	28	70	25	75
Education:				
4 Years of College or Less	33	67	22	78
Master's Degree or More	28	70	25	74
Location:				
City	29	71	25	75
Suburb	27	71	27	73
Rural	30	70	20	80
SOURCE: Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984.				

Table 16

THE PERCENTAGE OF NEW YORK STATE TEACHERS WHO FAVOR INCREASING FEDERAL SPENDING FOR EDUCATION

	INCREASED FEDERAL FUNDING	
	N.Y.	N.Y.S.
New York Total	55%	65%
Type of School:		
Elementary	54	66
Junior High	53	57
Senior High	57	67
Experience:		
Less Than 5 Years	57	67
5-9 Years	66	88
10 Years or More	52	63
Education:		
4 Years of College or Less	52	61
Master's Degree or More	58	67
Location:		
City	56	67
Suburb	57	63
Rural	53	70

(Source) Metropolitan Life Survey of the American Teacher, conducted by Louis Harris and Associates, Inc. 1984

APPENDIX:
**FACTS ABOUT EDUCATION
IN NEW YORK STATE**

APPENDIX TABLE 1
FALL ENROLLMENT BY REGIONS
OF NEW YORK STATE, 1983-84

	1983 ENROLLMENT	PERCENT CHANGE FALL '82-FALL '83
NEW YORK STATE	2,661,041 (100.0%)	-1.64%
NEW YORK CITY	921,131 (34.6%)	.69%
NASSAU/SUFFOLK	446,717 (16.8%)	-3.50
MID-HUDSON	300,024 (11.3%)	-2.80
UPPER HUDSON	151,959 (5.7%)	-2.74
LAKE CHAMPLAIN/LAKE GEORGE	42,062 (1.6%)	-2.75
BLACK RIVER/ST. LAWRENCE	51,035 (1.9%)	-2.35
UPPER MOHAWK VALLEY	53,633 (2.1%)	-2.61
CENTRAL	133,710 (5.0%)	-1.53
SOUTHERN TIER-EAST	85,390 (3.2%)	-2.34
SOUTHERN TIER-CENTRAL	37,776 (1.4%)	-2.02
SOUTHERN TIER-WEST	52,660 (2.0%)	-1.91
GENESEE/FINGER LAKES	177,856 (6.7%)	-2.83
WESTERN	185,921 (7.0%)	-3.10

SOURCE: The State Education Department, *Public School Professional Personnel Report, 1983-84*.
Information Center on Education, Albany, N. Y.

APPENDIX TABLE 2
NUMBER OF PROFESSIONAL PERSONNEL AND
CLASSROOM TEACHERS, NEW YORK STATE, 1983-84

	CLASSROOM TEACHERS	OTHER PROFESSIONALS	TOTAL
NEW YORK STATE	168,944	27,693	196,637
NEW YORK CITY	52,604	10,379	62,983
NASSAU/SUFFOLK	29,637	4,802	34,439
MID-HUDSON	20,140	2,973	23,119
UPPER HUDSON	9,456	1,282	10,738
LAKE C. GEORGE/LAKE CHAMPLAIN	2,815	325	3,140
BLACK RIVER/ST. LAWRENCE	3,189	371	3,560
UPPER MOHAWK VALLEY	3,340	431	3,771
CENTRAL	8,391	1,491	9,451
SOUTHERN TIER-EAST	5,607	695	6,302
SOUTHERN TIER-CENTRAL	2,320	995	2,620
SOUTHERN TIER-WEST	3,343	383	3,726
GENESEE/FINGER LAKES	11,162	1,652	12,814
WESTERN	11,660	1,480	13,104

SOURCE: The State Education Department, *Public School Enrollment and Staff, 1983-84*.
Information Center on Education, Albany, N.Y.

APPENDIX TABLE 3
PUPIL TO TEACHER RATIOS, BY REGION,
NEW YORK STATE, 1983-84

	PUPIL TO CLASSROOM TEACHER RATIO	PUPIL TO TOTAL PROFESSIONAL STAFF RATIO
NEW YORK STATE	15.8	13.5
NEW YORK CITY	17.5	14.6
NASSAU/SUFFOLK	15.1	13.0
MID-HUDSON	14.9	13.0
UPPER HUDSON	16.1	14.2
LAKE GEORGE/LAKE CHAMPLAIN	14.9	13.4
BLACK RIVER/ST. LAWRENCE	16.0	14.3
UPPER MOHAWK	16.1	14.2
CENTRAL	15.9	14.1
SOUTHERN TIER-EAST	15.2	13.5
SOUTHERN TIER-CENTRAL	16.3	14.4
SOUTHERN TIER-WEST	15.8	14.1
GENESEE/FINGER LAKES	15.9	13.9
WESTERN	15.9	14.2

SOURCE: The State Department of Education, *Public School Enrollment and Staff, 1983-84*
 Information Center on Education, Albany, N.Y.

APPENDIX TABLE 4
**CHARACTERISTICS OF PUBLIC SCHOOL TEACHERS BY
 GEOGRAPHIC REGION, NEW YORK STATE, 1983-84**

GEOGRAPHIC REGION*	MEDIAN INCOME
NEW YORK STATE TOTAL	\$27,319
NEW YORK CITY	\$30,706
NASSAU/SUFFOLK	32,000
MID-HUDSON	28,883
UPPER HUDSON	22,798
LAKE GEORGE/LAKE CHAMPLAIN	22,072
BLACK RIVER/ST. LAWRENCE	21,384
UPPER MOHAWK VALLEY	21,734
CENTRAL	21,200
SOUTHERN TIER-EAST	20,617
SOUTHERN TIER-CENTRAL	20,770
SOUTHERN TIER-WEST	21,293
GENESEE/FINGER LAKES	25,002
WESTERN	25,016

*Counties included in each geographical region are shown on Table

SOURCE: The State Education Department, *Public School Professional Personnel Report, 1983-84*.
 Information Center on Education, Albany, N.Y.

APPENDIX TABLE 5
**EDUCATION LEVELS OF CLASSROOM TEACHERS
 IN NEW YORK STATE BY REGION, 1983-84**

GEOGRAPHIC REGION	DEGREE STATUS	
	LESS THAN MASTER'S DEGREE	MASTER'S DEGREE OR MORE
NEW YORK STATE	70.4%	29.5%
NEW YORK CITY	51.8%	48.1%
NASSAU/SUFFOLK	63.1	36.9
MID-HUDSON	73.1	27.0
UPPER HUDSON	87.6	12.6
LAKE CHAMPLAIN/LAKE GEORGE	89.7	10.3
BLACK RIVER/ST. LAWRENCE	90.8	9.2
UPPER MOHAWK VALLEY	88.3	11.7
CENTRAL	86.8	13.1
SOUTHERN TIER-EAST	89.6	10.3
SOUTHERN TIER-CENTRAL	85.5	14.4
SOUTHERN TIER-WEST	89.8	10.2
GENESEE/FINGER LAKES	87.3	12.7
WESTERN	81.9	18.1

SOURCE: The State Education Department, *Public School Professional Personnel Report, 1983-84*.
 Information Center on Education, Albany, N.Y.

APPENDIX TABLE 6

**DISTRIBUTION OF NEW YORK SCHOOL DISTRICT REVENUE
AND STATE AID BY COUNTY, 1982-83**

COUNTY	TOTAL REVENUE PER ENROLLED STUDENT	STATE EDUCATION AID PER PUPIL	
NEW YORK STATE AVERAGE	\$4,462	\$1,733	38.9%
<i>URBAN</i>			
ALBANY	\$4,105	\$1,378	53.6%
BROOME	3,987	1,976	49.6
CHAUTAUQUA	3,900	1,916	51.8
DUTCHESS	4,111	1,758	42.8
ERIE	4,050	1,886	46.6
MONROE	4,542	1,628	35.9
NASSAU	\$5,798	\$1,436	24.8%
NIAGARA	3,737	1,915	51.2
ONEIDA	3,483	1,999	57.3
ONONDAGA	4,049	1,947	48.1
ORANGE	4,058	2,016	49.7
RENSSELAER	3,928	2,121	54.0
ROCKLAND	\$5,365	\$1,530	28.5%
SARATOGA	3,556	1,884	53.0
SCHENECTADY	3,966	1,653	41.8
SUFFOLK	5,134	2,029	39.5
ULSTER	4,292	1,751	40.8
WESTCHESTER	6,130	1,345	21.9
NEW YORK CITY*	\$3,515	\$1,546	44.0%

APPENDIX TABLE 6 (continued)

**DISTRIBUTION OF NEW YORK SCHOOL DISTRICT REVENUE
AND STATE AID BY COUNTY, 1982-83**

COUNTY	TOTAL REVENUE PER ENROLLED STUDENT	STATE EDUCATION AID PER PUPIL	
<i>RURAL</i>			
ALLEGHANY	\$3,562	\$2,271	63.8%
CATTARAUGUS	3,730	2,270	60.9
CAYUGA	3,726	2,265	60.9
CHEMUNG	3,954	1,974	49.9
CHENANGO	3,934	2,379	60.5
CLINTON	\$3,794	\$2,159	56.9%
COLUMBIA	3,942	1,734	44.0
CORTLAND	3,822	1,734	57.3
DELAWARE	3,818	1,774	46.5
ESSEX	4,085	1,674	41.0
FRANKLIN	\$4,266	\$2,495	58.5%
FULTON	3,440	2,001	58.2
GENESEE	3,739	1,965	52.6
GREENE	3,800	1,489	39.2
HAMILTON	5,925	879	14.8
HERKIMER	\$3,578	\$2,228	62.3%
JEFFERSON	3,779	2,207	58.4
LEWIS	3,696	2,300	62.2
LIVINGSTON	3,852	2,071	53.8
MADISON	3,599	2,135	59.3

APPENDIX TABLE 6 (continued)

**DISTRIBUTION OF NEW YORK SCHOOL DISTRICT REVENUE
AND STATE AID BY COUNTY, 1982-83**

COUNTY	TOTAL REVENUE PER ENROLLED STUDENT	STATE EDUCATION AID PER PUPIL	
MONTGOMERY	\$3,593	\$1,888	52.5%
ONTARIO	3,463	1,706	49.3
ORLEANS	3,635	2,171	59.7
OSWEGO	3,662	1,981	54.1
OTSEGO	3,743	1,930	51.6
PUTNAM	\$5,444	\$1,917	35.2%
ST. LAWRENCE	3,974	2,390	60.1
SCHOHARIE	3,715	1,965	52.9
SCHUYLER	3,967	2,352	59.3
SENECA	3,651	1,929	52.9
STEUBEN	\$3,722	\$2,066	55.5%
SULLIVAN	4,384	1,343	30.6
TIOGA	3,644	2,354	64.6
TOMPKINS	4,085	1,695	41.5
WARREN	3,737	1,617	43.3
WASHINGTON	\$3,658	\$2,216	60.6%
WAYNE	4,031	2,117	52.5
WYOMING	3,514	2,066	58.8
YATES	3,738	1,635	43.7

NOTE: *New York includes the five boroughs of Brooklyn, Bronx, Queens, Manhattan and Staten Island.

SOURCE: State Of New York, Office of State Comptroller, *Financial Data for School Districts*, June 1983.

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APPENDIX TABLE 7
FACTORS INFLUENCING SCHOOL DISTRICT FINANCES
BY COUNTY, 1982-83

COUNTY	ASSESSED FULL VALUE PER ENROLLED PUPIL	PER CAPITA PERSONAL INCOME (1982)
NEW YORK STATE AVERAGE	\$100,405	\$12,389
URBAN		
ALBANY	\$124,621	\$12,425
BROOME	89,960	11,112
CHAUTAUQUA	84,343	9,416
DUTCHESS	98,095	12,362
ERIE	92,342	11,160
MONROE	106,275	13,437
NASSAU	\$140,568	\$17,858
NIAGARA	84,078	10,401
NEW YORK*	96,864	12,240
ONEIDA	68,699	9,914
ONONDAGA	87,470	11,357
ORANGE	76,856	10,792
RENSSELAER	\$ 64,343	\$ 9,948
ROCKLAND	120,346	14,717
SCHENECTADY	97,528	12,891
SUFFOLK	99,373	12,850
ULSTER	112,113	10,513
WESTCHESTER	165,217	17,658

APPENDIX TABLE 7 (continued)
**FACTORS INFLUENCING SCHOOL DISTRICT FINANCES
 BY COUNTY, 1982-83**

COUNTY	ASSESSED FULL VALUE PER ENROLLED PUPIL	PER CAPITA PERSONAL INCOME (1982)
<i>RURAL</i>		
ALLEGANY	\$ 69,907	\$ 7,521
CATTARAUGUS	68,928	8,180
CAYUGA	68,593	9,067
CHEMUNG	80,047	9,887
CHENANGO	62,899	8,432
CLINTON	67,167	7,821
COLUMBIA	\$ 98,944	\$ 8,943
CORTLAND	75,325	8,493
DELAWARE	110,277	8,402
ESSEX	144,734	8,402
FRANKLIN	78,544	7,534
FULTON	69,174	8,800
GENESEE	\$ 78,977	\$ 9,519
GREENE	134,352	8,919
HAMILTON	462,972	8,413
HERKIMER	78,801	9,139
JEFFERSON	72,309	9,020
LEWIS	70,914	7,471
LIVINGSTON	\$ 81,436	\$ 9,248
MADISON	67,253	8,651
MONTGOMERY	74,672	9,651
ONTARIO	88,087	10,244

APPENDIX TABLE 7 (continued)
**FACTORS INFLUENCING SCHOOL DISTRICT FINANCES
 BY COUNTY, 1982-83**

COUNTY	ASSESSED FULL VALUE PER ENROLLED PUPIL	PER CAPITA PERSONAL INCOME (1982)
ORLEANS	\$ 62,830	\$ 9,909
OSWEGO	111,581	9,909
OTSEGO	88,773	8,621
PUTNAM	110,774	11,550
ST. LAWRENCE	66,140	7,786
SARATOGA	71,976	9,863
SCHOHARIE	\$ 92,578	\$ 7,303
SCHUYLER	65,696	8,057
SENECA	77,266	9,940
STEUBEN	71,731	9,485
SULLIVAN	147,147	9,834
TIOGA	61,056	9,611
TOMPKINS	\$ 98,491	\$ 9,132
WARREN	114,036	9,947
WASHINGTON	62,656	8,296
WAYNE	71,964	10,064
WYOMING	76,781	8,367
YATES	113,408	8,690

NOTE: *New York includes the five boroughs of Brooklyn, Bronx, Queens, Manhattan and Staten Island.

SOURCE: State Of New York, Office of State Comptroller, *Financial Data for School Districts*, June 1983



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